

ComServ Iowa

Request for 2006 Grant Applications on Community Service-Learning



An original and three copies of the proposals are due and must be received at the Iowa Department of Education Offices by 4:30 p.m. on November 16, 2005.

Faxed, electronic, or web based applications will not be accepted.
Recipients of awards will be notified in December 2005

Iowa Department of Education
Grimes State Office Building
East 14th & Grand Avenue
Des Moines, Iowa 50319-0146

Contact person: Joe Herrity
(515) 281-3290
Joe.Herrity@iowa.gov

Public Notice Statements

Submission of Grant:

An original and three copies of the proposals are due and must be received at the Iowa Department of Education Offices **by 4:30 p.m. on November 16, 2005.** Faxed applications will not be accepted. Recipients of awards will be notified in December, 2005.

Grants must be submitted to: Joseph P. Herrity, Consultant, Iowa Department of Education, Grimes State Office Building, East 14th & Grand Avenue, Des Moines, Iowa, 50319-10146.

Appeal of grant denial or termination

Any applicant of the ComServ Iowa grant funds may appeal the denial of a properly submitted competitive program grant application or the unilateral termination of a competitive program grant to the director of the department of education. Appeals must be in writing and received within ten working days of the date of notice of the decision and must be based on a contention that the process was conducted outside of statutory authority; violated state or federal law, policy or rule; did not provide adequate public notice; was altered without adequate public notice; or involved conflict of interest by staff or committee members. Refer to 281 IAC r. 7.5, the legal authority for this process.

Non Discrimination Statement

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age, or martial status in its programs or employment practices. If you have questions or grievances related to this policy, please contact the Carol Greta, Legal Counsultant, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146, 515-281-8661.



ComServ Iowa

Service-Learning Grant Application

Introduction

The National and Community Service Trust Act of 1993 created a new federal agency known as the Corporation for National Service. The Corporation's purpose is to provide funds, training, and assistance to states and communities to develop and expand service opportunities for young people. A portion of this national legislation created the Learn and Serve America School-Based Program for state departments of education to fund local schools interested in becoming more involved in service-learning. For the 2005-2006 year, the Iowa Department of Education applied for and received **\$203,354** to use in developing local service-learning programs for Iowa school districts.

Purpose

The purpose of ComServ Iowa is to advance the concepts associated with service-learning by providing federal funds to local school districts who are interested in establishing, expanding, implementing, or operating a service-learning program in a particular building or grade level, or across the entire school district or curriculum.

Definitions

Service-learning means a method:

.....by which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community;

.....that is integrated into the student's academic curriculum and provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity;

.....that provides students with opportunities to use newly acquired skills and knowledge in real life situations in their own communities;

.....that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster a sense of caring for others.

Service opportunity means a program or project that enables participants to perform meaningful and constructive service in agencies, institutions, and situations where the application of human talent and dedication may help to meet human, educational, linguistic, public safety, and environmental community needs, especially those relating to poverty.

Community Education means a way for people to enhance their lives and communities through learning and collaboration. It is a concept that provides opportunities for local community members, schools, and other organizations to become partners in addressing education and community concerns. The concept of community education involves providing programs and services that are lifelong; that fully utilize the community's financial, technical, and human resources to meet diverse needs; that provides opportunities for community members to develop their leadership skills and promotes a sense of civic responsibility; and opens up school buildings and facilities for greater community use beyond the regular school day.

Partnership program means a program through which adult volunteers, public or private agencies, institutions of higher education, or businesses assist a local agency.

Community-based organization means a private, nonprofit organization that is representative of a community or a significant segment of a community and that is engaged in meeting human, educational or environmental community needs.

Participant means youth, K-12 in public and/or private schools, performing community service in conjunction with academic curriculum.

Principles of Service-Learning

Service performed must be valuable and worthwhile for the community and the students.

Service must provide opportunities for young people to be depended upon.

Service must include tasks which challenge and strengthen students' critical thinking, both cognitively and ethically.

The most effective community service projects involve people of multiple generations working together and building relationships.

Service-learning must provide time and structure for systematic reflection on the service experience.

Service-learning must reach the widest possible scope of the youth population.

Overview of ComServ

ComServ Iowa is focused on creating an awareness with teachers and students alike about service-learning as an instructional methodology of teaching and learning; on providing training and technical assistance to teachers, administrators, and students; on funding teacher release time or substitute pay for teachers to receive training through conferences or inservices on service-learning or to assist them in writing curriculum; on developing pilot project sites that will be helpful internally to a particular school district and/or other school districts; on building a statewide network for service-learning projects; and on increasing the involvement of students in leadership activities that benefit other students through such activities as peer tutoring, literacy volunteers, or other activities which benefit their school or greater community.

Long Term Goals

ComServ Iowa intends to expand effective service-learning programs in Iowa by:

-providing training, delivering technical assistance and acting as a resource to others interested in service-learning.
-developing pilot projects throughout the state that can be replicated at other sites.
-building a statewide network of service-learning programs, activities, information and opportunities for youth service.
-increasing the quality and availability of opportunities for youth to serve others.

Eligible Grant Recipients

A school district may submit an application to the Department of Education to receive a ComServ Iowa grant. A district may submit applications for more than one attendance site per category (building and district) but you are limited to one grant application (whether singular or consolidated) per category. **If more than one** grant application is received **per category** from the same school districts, then **all** applications received in this category will be disqualified and become ineligible to receive a grant. The responsibility to coordinate a grant application under ComServ is the responsibility of the local school district **not** the Iowa Department of Education. If private schools are within the district boundaries, each private school should be consulted for interest in participation. Each application will be considered independently.

Project Types

Applications for grants to implement, operate or expand service-learning programs must fall within one of the following project categories:

-projects which encourage the involvement and training of classroom teachers in the planning of service-learning or implementing it into their classroom or school;
-projects with youth participants involved in decision making;
-projects consistent with principles of service-learning;
-projects which establish or expand community education programs or models in the areas of community service or service-learning;
-projects which offer academic credit to participants for service-learning activities and are integrated into existing curriculum;
-projects which support the integration of service-learning with a Learning Supports program;
-projects which further intergenerational learning concepts linking the young and old together in the schools;
-projects which further the development of school volunteerism;
-projects which further the implementation and development of school partnerships with the community;
-projects that are inclusive in nature, reflecting the diversity of the community and the state;
-projects which have potential for replication around the state.

Special Focus: Civic Responsibility

Creating youth involvement in civics (defined as civic engagement, civic responsibility, civic involvement, citizenship, civility, and civic education) is an emerging national and state priority area and is an additional focus area for ComServ Iowa grants for FY 2006. In linking service-learning with civics under a ComServ grant, some of the following priorities are acceptable focus areas and are considered equal with other project types listed above:

1. Providing and promoting youth leadership and training and other assistance in youth civic engagement efforts;
2. Creating and supporting opportunities for youth to be involved in or have input into state or local government;
3. Sharing information and creating peer-to-peer learning opportunities among youth and adults in state and local youth civic involvement efforts;
4. Identify and promote state and local civic activities that promote youth leadership, youth service, youth involvement with specific attention to involving youth in civic and public arenas;
5. Developing and disseminating information and resources about the benefits of civic involvement.

Size of Grants

Grants may range in amounts from **\$2,500** to **\$10,000** depending upon the grant category checked.

A total of **\$203,354** has been allocated for distribution through grants to school districts.

Grant Conditions

Monies shall be used only to supplement, not supplant, state and local public funds expended for services of the type assisted under this grant in the previous year.

Monies may be used for the following expenses: teacher substitute pay, planning time, travel and conference expenses, duplication of materials, purchase of profes-

sional books, publications, etc.

No monies shall be used:

.....to purchase capital outlay items; e.g., computers, trees, T-shirts, rakes/shovels, etc., without specific approval of granting office.

.....for student group activities; e.g., student assemblies, parties, etc., or for salaries or stipends for student participants.

.....to replace expenditures for professional growth opportunities provided under a labor contract by a school district.

.....to provide religious instruction, conduct worship services, or engage in any form of proselytization.

.....to engage in any form of political activity or lobbying.

Required Grant Expenditures

In addition, monies shall be used and budgeted to meet six (6) grant conditions, which are:

1. to participate in both a national and statewide dissemination and evaluation process,
2. to cooperate in training and dissemination procedures with their AEA,
3. to attend a required grantee team meeting in March 2006,
4. to participate in the Iowa Celebration of Youth Service Day in May 2006,
5. to attend a fall conference on service-learning in late October 2006,
6. to formulate and coordinate a training and technical assistance plan.

A separate line item budget allocation calculation must be completed and included in the budget narrative of the grant for each required expenditure (#1-6 identified above). Failure to identify expenditures and a line item allocation will disqualify a grant for consideration.

The amount of individual grants awarded may differ from amounts requested in the grant application. Depending on the amount of money requested in relation to the amount of money available for grants, an applicant may be asked to accept an amount smaller than originally requested.

The funding period for this program is January 2006 through December 2006. An extension of a grant is possible after December 2006, but is granted by written request after the award is made.

Matching Funds

Grant recipients must match ComServ Iowa grant funding with a dollar-for-dollar, on a one-to-one match of the total project cost. This may be local cash or in-kind match.

Cost Principles and Audits

For school districts: Cost principles in OMB Circular A-87 and the audit requirements of OMB Circular A-128 are applicable.

For non-profit, adult volunteer organizations: Cost principles in OMB Circular A-21 or A-122 and the audit requirements of A-133 are applicable.

Evaluation Reports

All grantees are required to participate as necessary in evaluating the progress of their programs funded under this grant.

Since projects funded under this grant are receiving federal funds, grantees are expected to participate in a possible national evaluation effort created by the Corporation for National Service (CNS) known as the **Learn and Serve Statistical Information Evaluation (LASSIE)**. The Corporation could be conducting the LASSIE with the assistance of the Iowa Department of Education.

The **LASSIE** System is the standard tool for collecting information on what service-learning programs are accomplishing and will be the means for reporting numbers and characteristics of participants, project activities, and accomplishments. With the wide variety of projects anticipated that will be funded, it is important to have a standard way to report information.

Technical Assistance

Technical assistance will be provided through the Department of Education in cooperation with the Iowa Service-Learning Partnership (ISLP), the AEA Network of Service-Learning Contacts, Iowa Coalition for the Integration of Service Learning (ICISL), and outside resources contracted by the Department of Education.

Recipients of ComServ Iowa grants **are required** to send a 3-5 person team to attend an initial training and evaluation orientation in Des Moines, Iowa in March 2006 from 9:30 a.m. to 3:30 p.m. Exemptions to the required number of attendees attending the training and evaluation meeting must be approved by the DE in advance. Alternate weather date is in late March 2006. **Applicants need to include travel and related expenses to attend this training as a budget item.**

Applicants' Workshop

If you have questions regarding the grant application, many applicants' workshops are being held across the state by various AEAs. Please contact your AEA for specific information regarding dates and times. In addition, you may contact Joe Herrity, Iowa Department of Education, Grimes State Office Building, East 14th and Grand Avenue, Des Moines, Iowa 50319-0146 by letter; by phone (515) 281-3290; or by e-mail at: Joe.Herrity@iowa.gov — please allow time for your questions and requests to be assessed and answered.

Grant Eligibility and Technical Review

A technical review of each grant application, to determine funding eligibility, will be conducted by one or more representatives of various state and local organizations, Iowa Commission on Volunteer Service, and/or the Iowa Department of Education to determine a grants' internal eligibility into a grant lottery pool. In order to qualify as an eligible applicant, each local education agency (LEA) must submit an application form which follows the guidelines outlined in the application instructions and which is complete and supplies all the required information.

An eligible applicant also means that the project outlines budget expenditures correctly and includes the six (6) grant conditions as outlined in the "required grant expenditures" section.

If the total amount requested by all eligible applicants exceeds the funds available for grants, recipients will be selected at random from among all eligible applicants.

To be an eligible applicant, the application must meet the following technical review criteria:

1. **The application must be submitted by 4:30 p.m. on November 16, 2005 to the Iowa Department of Education.** No applications post marked on or after November 16, 2005 will be accepted. No express mail deliveries will be accepted after 4:30 p.m. on November 16, 2005.
2. The **original grant application plus three copies (3)** must be submitted.
3. All questions on the application form are completed and submitted on the grant application form. **No additional sheets of paper or redesign of the application form is permitted.**
4. The project reflects and incorporates the principles of service-learning.
5. The project meets one of the project categories.
6. The application includes a one-to-one, or dollar-for-dollar local match.
7. Grant funds requested do not exceed the \$2,500-\$10,000 limitation, depending upon the grant category checked.
8. Grant funds requested do not supplant state or local funds.
9. **All required grant expenditure items are addressed in the grant narrative and are listed or itemized in the budget (see boxed section on page 4).**
10. No monies are budgeted for capital outlay, student group activities or salaries/stipends for student participants, to replace expenditures for professional growth opportunities provided under a labor contract, to provide religious instruction, conduct workshop services or engage in any form of proselytization, or to engage in any form of political activity.
11. A team of three (3) individuals minimum; a maximum of five (5) individuals is identified to attend the March 2006 training session.(see page 6)
12. No attachments, appendices, or other material (video or audio tapes) are allowed to be submitted or attached with the grant application.
13. All pages of the grant application (ppgs. 9-19) are in sequential order and no pages are missing or out of order.
14. Only one grant application is received per category from the same school district or consortium of school districts. (see eligible grant recipients section)

Grant Selection Process

ComServ Iowa grants to local school districts will be determined according to the following selection procedures:

1. Grants are assigned a log-in number for tracking purposes.
2. All grants undergo a technical review process to determine their eligibility for funding.
3. After a grant has been determined eligible, it is then sorted and divided, and then placed into one of two project classification funding pools:
 - Districtwide
 - Building Level
4. All grants are assigned a new project number within their project classification category.
5. Grants are entered into a “grant pool” within their own respective project classification category.
6. Within each project classification category, the total grant funds requested per category is computed.
7. A random numbers generation program is used to determine the priority order by which grants are read and scored according to the steps outlined in Appendix A (pps 21-26).
8. After a funding order is established, grant negotiations are conducted with potential grantees and grant awards made to local school districts.
9. Attempts are made during the negotiation process to award as many ComServ Iowa grants as possible at the district and building level.
10. The awarding of grants per classification category continues and is completed when all available funds have been expended and distributed to local school districts.

Application Submission and Notification of Award

Three copies of grant applications ***plus*** the ***original*** application must be received at the Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146 **no later than 4:30 p.m. Wednesday, November 16, 2005**. Applications after this time will not be accepted.

All revisions, changes, adjustments, and alterations to the original application submitted to the Iowa Department of Education must be received by 4:30 p.m. on Wednesday, November 16, 2005 and include an original and three copies of all revisions or changes made to the original grant submitted.

Facsimiles, electronic, or web based transmissions will not be accepted of any kind pertaining to the grant application.

Applicants will be notified by letter shortly after submission of their grant application that it has been received by the Iowa Department of Education.

Applicants will be notified in December, 2005 about the funding of their grant applications.

AEA Service Learning Contact List

2005-2006

Louise Thurn

AEA 1

1400-2nd Street NW
Elkader, Iowa 52043-9564
Phone: 563-245-1480
e-mail: lthurn@aea1.k12.ia.us

Kathy Evenson

AEA 4

1382-4th Avenue NE
Sioux Center, Iowa 51250
Phone: 712-722-4378
e-mail: kevenson@aea4.k12.ia.us

Lorna Kennedy

AEA 267

212 West Ingledue
Marshalltown, Iowa 50158-3713
Phone: 641-753-3564
e-mail: lkennedy@aea267.k12.ia.us

Linda Martin

AEA 267

3712 Cedar Heights Drive
Cedar Falls, Iowa 50613
Phone: 319-273-8215
e-mail: lmartin@aea267.k12.ia.us

Linda Linn

AEA 8

23 E.7th Street
Spencer, Iowa 51301
Phone: 712-262-4704
e-mail: llinn@aea8.k12.ia.us

Susie Green

AEA 10

4401-6th Street SW
Cedar Rapids, Iowa 52404
Phone: 319-399-6775
e-mail: sgreen@aea10.k12.ia.us

Ivette Bender

AEA 11

6500 Corporate Drive
Johnston, Iowa 50131
Phone: 515-270-9030
e-mail: ibender@aea11.k12.ia.us

Flora Lee

AEA 12

1520 Morningside Avenue
Sioux City, Iowa 51106
Phone: 712-274-6000
e-mail: floralee@aea12.k12.ia.us

Carol Johnson

AEA 13

P.O. Box 1109
Council Bluffs, Iowa 51502
Phone: 712-366-0503
e-mail: cjohnson@aea13.k12.ia.us

Kathy Lockard

AEA 14

1405 North Lincoln
Creston, Iowa 50801
Phone: 641-782-8443
e-mail: klockard@aea14.k12.ia.us

Eve Schindler

AEA 15

2814 North Court Street
Ottumwa, Iowa 52501-1194
Phone: 641-682-8591 ext.235
e-mail: schindlere@aea15.k12.ia.us

Gayle Olson

AEA 16

3601 West Avenue Road
Burlington, Iowa 52601
Phone: 319-753-6561 ext.1229
e-mail: golson@aea16.k12.ia.us

Joe Herrity

Iowa Department of Education

Grimes State Office Building
East 14th & Grand
Des Moines, Iowa 50319-0146
515-281-3290
Joe.Herrity@iowa.gov

Iowa Department of Education
ComServ Iowa
2006 Application for Service-Learning
Application Deadline: 4:30 p.m., November 16, 2005

Submit Original and Three Copies of Application



1. Project Level (check one only)
☐ Building Level — \$2,500-\$5,000 Grant
☐ District Wide — \$5,000-\$10,000 Grant
2. Project Type (check one only)
☐ Service-Learning
☐ Community Education
☐ School Volunteerism
☐ School Partnership
☐ Intergeneration learning
☐ Public Safety
☐ Human Needs
☐ Environmental
☐ Civic Responsibility
3. Grade Level of Application (check all that apply)
☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12
4. Grant Amount Requested (ComServ funds only) _____
5. Organization or District Name/Number _____
District Number ☐ ☐ ☐ ☐
6. AEA District Name or Number _____
7. Grant Contact Person _____
(this person is the official grant contact and will receive all grant information and service-learning mailings)
8. Address _____
Street _____ City _____ State _____ Zip _____
9. County _____
10. Phone _____
11. FAX _____
12. E-Mail Address _____
13. Names, job titles, and phone numbers of those attending the March, 2006 technical assistance meeting. (Must identify and list three (3) individuals minimum; a maximum of five (5) individuals)
a. _____
b. _____
c. _____
d. _____
e. _____

I certify that this grant does not supplant state or local public funds expended for services of the type assisted under this grant in the previous year.

Signature of Superintendent: _____

Typed Name: _____ Date: _____

ComServ Iowa

Learn and Serve America: School Based Programs

2006 Application Support Form

Grantee School District: _____ **Grant Amount Applied for:** _____

Grant Program Title (if applicable): _____

Grade Level of Project: _____

Number of students that are male: _____ Number of students that are female: _____

Total number of students involved in service projects: _____ Total number of service hours performed _____

Total number of teachers involved in S-L projects: _____

Total number of volunteers (non-participants) involved in S-L projects: _____

Grant Program Director: _____

Address: _____

City: _____ **State:** _____ **Zip:** _____

Phone #: _____ **FAX #:** _____

E-mail Address: _____

Congressional District Service Project Occurred in: _____

Setting: ___ Rural ___ Suburban ___ Urban **Grant Type:** ___ Community-Based ___ School-Based

Project Level (check one only): ___ Building Level ___ Districtwide

Area of Need: ___ Education ___ Environment ___ Public Safety ___ Other Human Needs

Links to Federal Initiatives: ___ America Reads ___ After-School Service ___ School-to-Career

Key Program Partners: _____

(Completed applications are limited to the space provided in this document)

PROJECT OVERVIEW

Please provide a general overview of service-learning project. Describe the project participants, the service provided, expected outcomes, a curriculum integration plan, and evaluation procedures. The description of the project provided below will be used for dissemination and publicity purposes. (Hint: consider writing the project overview as an in-depth press release).

-
-
1. A purpose of the National Learn and Serve America Program and the ComServ Iowa Program is for young people to begin to address the needs of their community by performing meaningful and constructive service to meet human, educational, linguistic, public safety, environmental needs, civic responsibility, and needs relating to poverty. **Describe the community need(s) this service-learning project will address. Also, describe how youth will be involved in meaningful ways. (Both questions must be answered in the space below.) Also tell us how the community need was identified.**

DESCRIBE THE COMMUNITY NEED:

DESCRIBE YOUTH INVOLVEMENT:

-
-
2. Service-learning is a teaching and instructional methodology for integrating various concepts of "service" across the school's curriculum and into a student's academic instruction. Service-learning provides structured time (reflection) for a student to think, talk, or write about what the student did and saw during the actual service activity. **Describe how this service-learning project will be integrated into a curriculum area and what is your curriculum integration plan for service-learning? Also, describe how teachers will be involved, trained, and supported in this effort. (Both questions must be answered in the space below.)**

SERVICE-LEARNING INTEGRATION INTO CURRICULUM:

TEACHER TRAINING, SUPPORT, AND INVOLVEMENT:

-
-
3. Successful service-learning involves cooperation between schools, community based organizations, municipalities, government agencies, adult volunteers, business, industry, and/or labor. **Describe the working relationship you have or intend to establish with your local community-based organizations (CBOs) or agencies in providing participants with meaningful service-learning opportunities. Also, describe how these CBOs will be involved with your project. (Both questions must be answered in the space below.)**

LOCAL CBO RELATIONSHIP WITH SERVICE-LEARNING INITIATIVE:

LOCAL CBO INVOLVEMENT IN PROJECT:

-
-
4. Effective service-learning projects involve students in decision-making activities that are developmentally appropriate. **Describe how students will be involved in determining the service-learning project and why this service-learning project is being chosen.** Also, describe the components of student leadership (e.g. decision-making, communications, leadership, etc.) that will be developed by this service-learning project. (Both questions must be answered in the space below.)

STUDENT INVOLVEMENT:

STUDENT LEADERSHIP DEVELOPMENT:

-
-
5. Describe how this service-learning project is a part of current school improvement efforts (e.g., 21st CCLC, Learning Supports, CSIP plans, Safe Communities, Title I, NCLB, Character Education, Asset Building, Civics, etc.) and what relationship does service-learning have to your local strategic planning efforts? (Both questions must be addressed in the space below.)
6. Describe the staff development and training plan which will be utilized to help teachers understand concepts associated with service-learning. Also, describe any AEA or other outside consulting resources that will be used as a part of this project. (Both questions must be answered in the space below.)

- ## 2005-2006

Budget

Applicant _____

Instructions: Provide a line item budget and a short explanation for each item. Please be sure to complete and detail "Required Grant Expenditures" listed on Page 5.

Item	Explanation/Calculations	ComServ Iowa Request	100%* Dollar-for-Dollar Match
Project Coordinator Salary (Cannot exceed 25% of ComServ Grant Request)			
Teacher Training			
Sub-Pay			
Travel			
Supplies			
Training/Staff Development			
*The source of the in-kind match must be identified. <div style="text-align: right;">SUBTOTALS</div>			

Budget Continued

Item	Explanation/Calculations	ComServ Iowa Request	100%* Dollar-for- Dollar Match
Dissemination Evaluation Plan			
SL Grantee Meeting March 2006			
Youth Service Day May 2006			
SL Conference October 2006			
Other Conferences (Not Service-Learning)			
Miscellaneous			
* The source of the in-kind match must be identified.		SUBTOTALS	Page 2
		SUBTOTALS Page 1	
		TOTAL	

Appendix A:

Grant Review and Scoring

ComServ Iowa Grant Review Process




1. Application reviewers or readers are selected for their interest and representation in areas related to the grant. All, or at least the majority of the readers, are from outside the department.
2. All applications are reviewed by staff to verify if they have met application requirements and qualify for review.
3. All selected readers participate in an intensive training session prior to the review and scoring of the applications to insure greater inter-rater reliability.
4. All applications are read initially by multiple readers. Where there is a wide discrepancy in scores among readers, additional readers are assigned.
5. Applications scores are determined by formula. The formula multiplies the rubric value by the weighting, resulting in points; these points are added to other earned points as specified in the application, for a total score.
6. Local and regional readers will not be assigned to read applications from their own regions or where there is evidence of a conflict of interest.
7. Applicants are notified as to their funding status.

Scoring

The scoring rubric defines the level of quality evidenced in the proposal. The value (5,3,or 1) of the rubric is multiplied against the weighting given in parenthesis for each criterion. The total score or number of points is determined by adding each of those scores together. Weighting numbers and possible points are given for each grant narrative question #1-8. The total application points possible for the ComServ Iowa application is **240**. The total number of points possible is based on the weighting multiplied by the highest rubric value or 5. In order to be eligible for funding, a grant application must receive a score of **120** points or higher. If a grant application does not receive a minimum score of 120 points, it will not be considered for funding.

The criteria and the rubric in this document are the same used by reviewers to score applications.

Scoring Rubric

-  5 - All criteria in the category are comprehensively addressed in the written description of performance in this area. The evidence included is detailed and thorough with information that clearly substantiates effective practice and proposed results.
-  3 - Most of the criteria in the category are addressed in the written description for this area. The evidence that is included adequately indicates effective practice and proposed results
-  1 - Few or none of the criteria in the category are adequately addressed in the written description for this area. Little evidence to support and indicate effective practice and proposed results is present.

ComServ Iowa 2006 LEA Grant Review and Scoring for Applications on Service-Learning		
1A	TITLE: Describe the Community Need	
	0-1	Few or none of the criteria in the category are adequately addressed in the written description for this area. Little evidence to support and indicate effective practice and proposed results is present.
	2-3	Most of the criteria in the category are addressed in the written description for this area. The evidence that is included adequately indicates effective practice and proposed results.
	4-5	All criteria in the category are comprehensively addressed in the written description of performance in this area. The evidence included is detailed and thorough with information that clearly substantiates effective practice and proposed results.
	Score: _____ x (3) = _____ (15 points possible)	

ComServ Iowa
2006 LEA Grant Review and Scoring for
Applications on Service-Learning

1B	TITLE: Describe Youth Involvement	
	0-1	Few or none of the criteria in the category are adequately addressed in the written description for this area. Little evidence to support and indicate effective practice and proposed results is present.
	2-3	Most of the criteria in the category are addressed in the written description for this area. The evidence that is included adequately indicates effective practice and proposed results.
	4-5	All criteria in the category are comprehensively addressed in the written description of performance in this area. The evidence included is detailed and thorough with information that clearly substantiates effective practice and proposed results.
		Score: _____ x (5) = _____ (25 points possible)

2A	TITLE: Service-Learning Integration into the Curriculum	
	0-1	Few or none of the criteria in the category are adequately addressed in the written description for this area. Little evidence to support and indicate effective practice and proposed results is present.
	2-3	Most of the criteria in the category are addressed in the written description for this area. The evidence that is included adequately indicates effective practice and proposed results.
	4-5	All criteria in the category are comprehensively addressed in the written description of performance in this area. The evidence included is detailed and thorough with information that clearly substantiates effective practice and proposed results.
		Score: _____ x (5) = _____ (25 points possible)

2B	TITLE: Teacher Training, Support, and Involvement	
	0-1	Few or none of the criteria in the category are adequately addressed in the written description for this area. Little evidence to support and indicate effective practice and proposed results is present.
	2-3	Most of the criteria in the category are addressed in the written description for this area. The evidence that is included adequately indicates effective practice and proposed results.
	4-5	All criteria in the category are comprehensively addressed in the written description of performance in this area. The evidence included is detailed and thorough with information that clearly substantiates effective practice and proposed results.
		Score: _____ x (5) = _____ (25 points possible)

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3A	TITLE: Local CBO Relationship with Service-Learning Initiative	
	0-1	Few or none of the criteria in the category are adequately addressed in the written description for this area. Little evidence to support and indicate effective practice and proposed results is present.
	2-3	Most of the criteria in the category are addressed in the written description for this area. The evidence that is included adequately indicates effective practice and proposed results.
	4-5	All criteria in the category are comprehensively addressed in the written description of performance in this area. The evidence included is detailed and thorough with information that clearly substantiates effective practice and proposed results.
Score:		_____ x (3) = _____ (15 points possible)

3B	TITLE: Local CBO Involvement in Project	
	0-1	Few or none of the criteria in the category are adequately addressed in the written description for this area. Little evidence to support and indicate effective practice and proposed results is present.
	2-3	Most of the criteria in the category are addressed in the written description for this area. The evidence that is included adequately indicates effective practice and proposed results.
	4-5	All criteria in the category are comprehensively addressed in the written description of performance in this area. The evidence included is detailed and thorough with information that clearly substantiates effective practice and proposed results.
Score:		_____ x (3) = _____ (15 points possible)

4A	TITLE: Level of Student Involvement	
	0-1	Few or none of the criteria in the category are adequately addressed in the written description for this area. Little evidence to support and indicate effective practice and proposed results is present.
	2-3	Most of the criteria in the category are addressed in the written description for this area. The evidence that is included adequately indicates effective practice and proposed results.
	4-5	All criteria in the category are comprehensively addressed in the written description of performance in this area. The evidence included is detailed and thorough with information that clearly substantiates effective practice and proposed results.
Score:		_____ x (5) = _____ (25 points possible)

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4B	TITLE: Student Leadership Development	
	0-1	Few or none of the criteria in the category are adequately addressed in the written description for this area. Little evidence to support and indicate effective practice and proposed results is present.
	2-3	Most of the criteria in the category are addressed in the written description for this area. The evidence that is included adequately indicates effective practice and proposed results.
	4-5	All criteria in the category are comprehensively addressed in the written description of performance in this area. The evidence included is detailed and thorough with information that clearly substantiates effective practice and proposed results.
	Score: _____ x (5) = _____ (25 points possible)	

5	TITLE: Service-Learning Linked to School Improvement Efforts	
	0-1	Few or none of the criteria in the category are adequately addressed in the written description for this area. Little evidence to support and indicate effective practice and proposed results is present.
	2-3	Most of the criteria in the category are addressed in the written description for this area. The evidence that is included adequately indicates effective practice and proposed results.
	4-5	All criteria in the category are comprehensively addressed in the written description of performance in this area. The evidence included is detailed and thorough with information that clearly substantiates effective practice and proposed results.
	Score: _____ x (3) = _____ (15 points possible)	

6	TITLE: Teacher Staff Development and Training Plan	
	0-1	Few or none of the criteria in the category are adequately addressed in the written description for this area. Little evidence to support and indicate effective practice and proposed results is present.
	2-3	Most of the criteria in the category are addressed in the written description for this area. The evidence that is included adequately indicates effective practice and proposed results.
	4-5	All criteria in the category are comprehensively addressed in the written description of performance in this area. The evidence included is detailed and thorough with information that clearly substantiates effective practice and proposed results.
	Score: _____ x (5) = _____ (25 points possible)	

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7	TITLE: Dissemination or Public Relations plan	
	0-1	Few or none of the criteria in the category are adequately addressed in the written description for this area. Little evidence to support and indicate effective practice and proposed results is present.
	2-3	Most of the criteria in the category are addressed in the written description for this area. The evidence that is included adequately indicates effective practice and proposed results.
	4-5	All criteria in the category are comprehensively addressed in the written description of performance in this area. The evidence included is detailed and thorough with information that clearly substantiates effective practice and proposed results.
	Score: _____ x (3) = _____ (15 points possible)	

8	TITLE: Evaluation Procedures Beyond Federal Requirements	
	0-1	Few or none of the criteria in the category are adequately addressed in the written description for this area. Little evidence to support and indicate effective practice and proposed results is present.
	2-3	Most of the criteria in the category are addressed in the written description for this area. The evidence that is included adequately indicates effective practice and proposed results.
	4-5	All criteria in the category are comprehensively addressed in the written description of performance in this area. The evidence included is detailed and thorough with information that clearly substantiates effective practice and proposed results.
	Score: _____ x (3) = _____ (15 points possible)	